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ABSTRACT

This guide, designed for second language teachers and teacher trainees, addresses central practical, methodological concerns in effective classroom management and decision making. The first chapter provides background information and assumptions. The second chapter discusses the planning process (lesson preparation, pre-instructional decision-making, collaboration with colleagues). Classroom talk is the focus of the third chapter, including direct instruction, error correction and feedback, teacher questions, instructions, and use of the first language. Chapter 4 looks at classroom dynamics, including classroom monitoring, cross-cultural aspects of classroom management, the "effective teaching" movement, reflective teaching, and dealing with behavior problems. Chapter 5 addresses instructional groups, teacher and learner roles; small group and pair work; large classes; individual instruction; self-directed learning; and mixed-level groups. In chapter 6, resource management issues are considered, including use of commercial texts, and making the most of the teacher's manual, and exploiting materials that lack a teacher's guide, electronic support, using computers in the classroom, and motivation; attitude; anxiety. Finally, issues in formal, informal, and self-evaluation and evaluation by others are discussed. Contains bibliographies and indexes. (MSE)

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